

Glossary

for the
Academic Excellence Indicator System
2009-10 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2010 state accountability system. Districts and campuses are evaluated on performance on the TAKS, completion rate, and annual dropout rate. Possible ratings are:

X

X

X

X

X

and

X

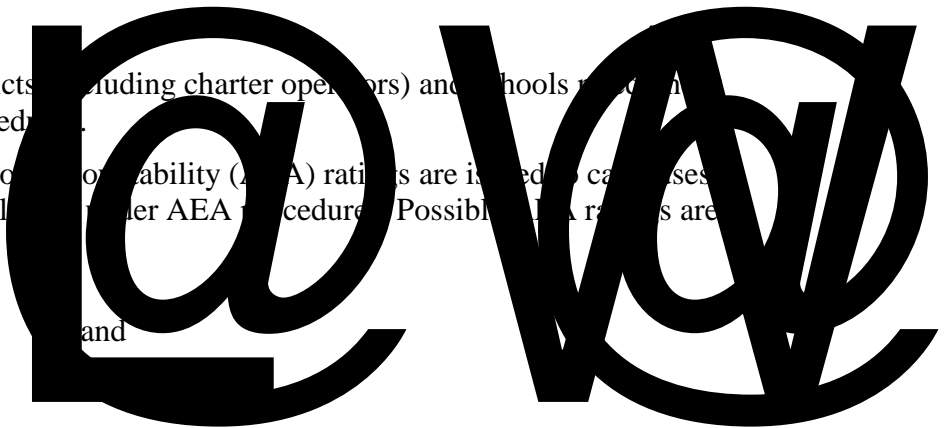
The above ratings apply to districts (including charter operators) and schools that follow the standard accountability procedure.

Additionally, alternative education (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedure. Possible AEA ratings are:

X

X

X



The above ratings apply to districts (including charter operators) and schools that follow the standard accountability procedure.

See also and

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2008-09}}{\text{total number of days students were in membership in 2008-09}}$$

Schools and districts may qualify for based on their attendance rate. For a more detailed explanation of see the Attendance rates are shown for 2008

measure refers to the total number of (completed) years of professional experience for the individual in any district.

Average Years Experience of Teachers with District Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report :
Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement was added beginning with the 2008-09 AEIS reports. of the AEIS reports shows the statutorily-required performance indicators disaggregated by nine columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services.

The indicators shown are: The TAKS 2010 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only). Four columns shown in are repeated from State, Region, District, and Total LEP.

is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on , see the sample in See also
and For definitions of the
BE/ESL instructional model types, see the .

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from r

X the percent of limited English proficient (LEP) students enrolled for 2009-10; and

X the percent of mobile students as determined from 2008-09 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;

Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;

Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;

Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;

Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and

Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

X With this methodology, the number of times a school appears as a member of other groups will vary.

X In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.

X Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.

X Schools shown as _____ do not have a campus group.

X Districts are not grouped.

number of graduates who scored at or above the College-Ready criteria on
both ELA & mathematics

number of graduates (class of 2009) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

X

X Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the new dropout definition was phased in or fully incorporated (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for prior classes, nor to each other.

X Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

X This indicator is computed and reported for districts as well as for high schools that served grade 9 and either grade 11 or grade 12 in both the first year of the cohort and in the fall following the cohort's expected graduation. Campuses that only serve some of these grades or that have been in existence for fewer than five years do not show a completion rate.

There are four student outcomes used in computing each longitudinal rate:

(1) Based on the 2005-06 cohort, this shows that _____ percent of _____

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through campus of accountability

graduate, moved to another Texas public school district, or returned to the district by the end of the school start window (for 2009-10 the end of the school start window was September 25, 2009). Leaver reasons include: graduated, died, or dropped out. (For a more complete definition of leavers, see .)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2008-09 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2010, in order to receive a rating of or a district's percent and number of underreported students could not exceed 4.0% or 150, respectively.

Distinguished Achievement Program See

Dropout: A dropout is a student who was enrolled in public school in grades 7-12 in the previous year but did not return to public school the following fall, and, did not graduate, was not expelled, did not receive a GED, did not re-enroll in another Texas public school, did not continue school outside the public school system, or did not begin college. Any student who died is not considered a dropout.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school, including one which indicates the student is a dropout (reason code 98). For more information, see

Dropout Rate: See

Economically Disadvantaged: The percent of economically disadvantaged students is calculated # a on s allcaloe

(TELPAS). The indicator is shown on the AEIS reports as a preview, in anticipation of its

X Commended Performance on TAKS: Writing

X Commended Performance on TAKS: Science

X Commended Performance on TAKS: Social Studies

X Comparable Improvement: Reading *

X Comparable Improvement: Mathematics *

X Recommended High School Program/Distinguished Achievement Program

X SAT/ACT Results (College Admissions Tests)

X TSI – Higher Education Readiness Component: English Language Arts

X TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

Schools and districts receive one of three possible categories for each indicator.

signifies they met the standard for the indicator;
signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was or
signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools or districts labeled are not evaluated for and are noted as

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certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, moved to another state or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

of the district, region, and state reports shows the performance of LEP students in greater detail. See and
See also and

Met Standard: See

Mobile: This measure, which is part of the section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from which is defined below. See also

Mobility : A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (has missed six or more weeks at a particular school).

number of mobile students in 2008-09

number of students who were in membership at any time during the 2008-09 school year

This rate is calculated at the campus level. The mobility rate shown in the section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also

n/a: This indicates that data are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count.

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For 2010, students included in these measures are those who:

X took the spring 2010 TAKS reading/ELA and/or mathematics tests in grades 4-11, including TAKS (Accommodated) tests (progress is not calculated for grade 3 test takers since that is their first TAKS test);

X are part of the 2010 Accountability Subset;

X can be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;

X failed the 2009 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (<http://ritter.tea.state.tx.us/perfreport/aeis/2010/>).

The link below produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in of the reports. See also in this For a more complete explanation of the see in the

Recommended HighSchool Program: See

Retention Rates by Grade: The retention rate, reported in the section, shows the percent of students in Texas public schools who enrolled in the fall of 2009-10 in the same grade as their grade in the last reported six-week period of the prior year (2008-09). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{J U D D p 0 8 O}} \\ \text{5 ` R A D ;K (` S 0}$$

Schools and districts may qualify for
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based on their

q_ " or "

and both (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools whose grade spans do not exactly match these, are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2010 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report

See

Special Education This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2009-10 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from TAKS (Accommodated)

to supplying instructional staff for the district. They are never employees of the reporting school district.

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opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

- (1) For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

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- X Grade 4 – reading, mathematics, and writing
- X Grade 5 – reading (first administration only), mathematics (first administration only), and science
- X Grade 6 – reading and mathematics
- X Grade 7 – reading, mathematics, and writing
- X Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- X Grade 9 – reading and mathematics
- X Grade 10 – English language arts, mathematics, science, and social studies
- X Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately.

Each one of these tests is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

For 2009-10, the AEIS report shows the percent passing TAKS in several ways:

X

X TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

X Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal (FERPA). For more information about the masking rules employed on the AEIS reports, see the “Explanation of AEIS Masking Rules” at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/masking.html>

X Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the For the district, a student who moved into the district after October 30, 2009 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 30, 2009 would not have his performance included at that school, though it would be included at the district level. See for more information.

X Although is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing would be only 75%, not an average of 80% and 90%. is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the value will be lower than any of the individual subject areas.

X Note that there is now only one administration of the grade 3 TAKS reading test, and that the grade 6 tests are no longer available in Spanish.

See also and

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects. This year performance on all TAKS (Accommodated) tests is included in every TAKS measure shown on the AEIS. Note that prior year performance (spring 2009) has been recomputed to include TAKS (Accommodated) performance.

are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. provides a description for each component of

TAKS Progress

: This

measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

Teachers by Highest Degree Held

: This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctoral

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language arts and mathematics) for 2010 and 2009. Results on the
were evaluated for GPA in the state accountability system.

Performance on exit-level TAKS (Accommodated) tests is included in determining TSI.
This indicator is subject to accountability subset rules.

Schools and districts may qualify for for performance
on TSI. For a more detailed explanation of see
Chapter 5 of the

Total Expenditures by Object (2008-09) : Total actual expenditures
are grouped by object of expense. Total actual expenditures for groups of object
categories are expressed as a percentage of total expenditures. The values in the Per
Student column show actual expenditure object categoriye thec y obj

operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as "99" meaning "undistributed." These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

X costs to provide the basic services for education/instruction to students not in special education (11).

X the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).

X the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical

Total Revenues by Source (2008-09) : Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2008-09 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

X – district income from local real and personal property taxes (objects 5710-5719, less functions 91 expenditures);

X – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769);

X – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series); and

X revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children

food service programs, and other federal programs (object 5900 series).

Note this item is reported as revenues, not . Accordingly, the information is from the prior year (2008-09). See also

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE.

Total Students: This is the total number of public school students who were reported in membership on October 30, 2009, at any grade, from early childhood education through

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this [Information on the calculation of state accountability ratings is available in the](#)

If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports http://ritter.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	475-9581
No Child Left Behind Act	NCLB Program Coordination	475-3553
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine.....	936-7346
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Financial Audits	463-9095
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson.....	(800) 328-5999
	Austin Operational Center.....	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment.....	463-9536
Texas Projection Measure	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6100

Information on the Internet: <http://ritter.tea.state.tx.us/perfreport>

College Readiness Indicators

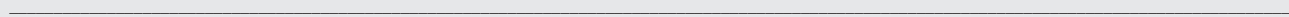
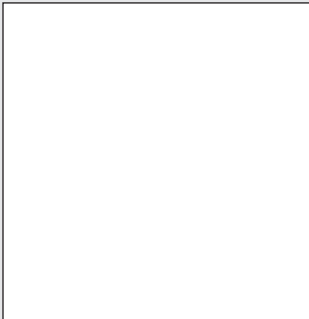
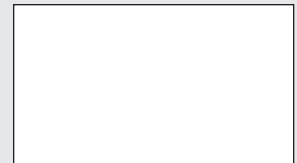
COLLEGE READINESS INDICATORS

Advanced Course/Dual Enrollment Completion

2008-09	24.6%	23.9%	19.9%	23.9%	13.5%	17.7%	40.9%	15.4%	58.1%	20.8%	27.1%	3.5%	17.2%	0.0%
2007-08	23.1%	19.0%	15.9%	19.0%	13.5%	14.4%	29.6%	*	41.7%	15.6%	22.4%	2.3%	11.6%	3.5%

RHSP/DAP Graduates

Class of 2009	82.5%	87.6%	78.8%	87.6%	77.7%	89.5%	93.8%	*	88.9%	88.8%
Class of 2008	81.4%	79.2%	81.5%	79.2%	75.4%	78.9%	82.9%	*	85.7%	86.2%



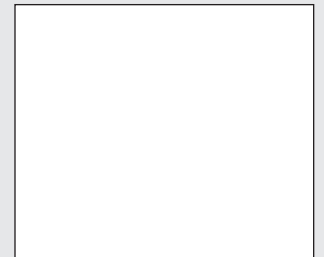
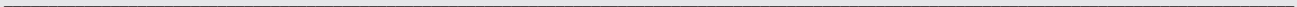
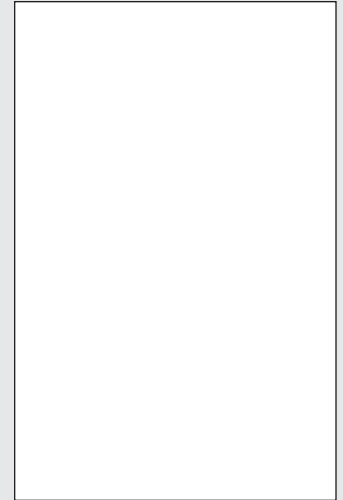
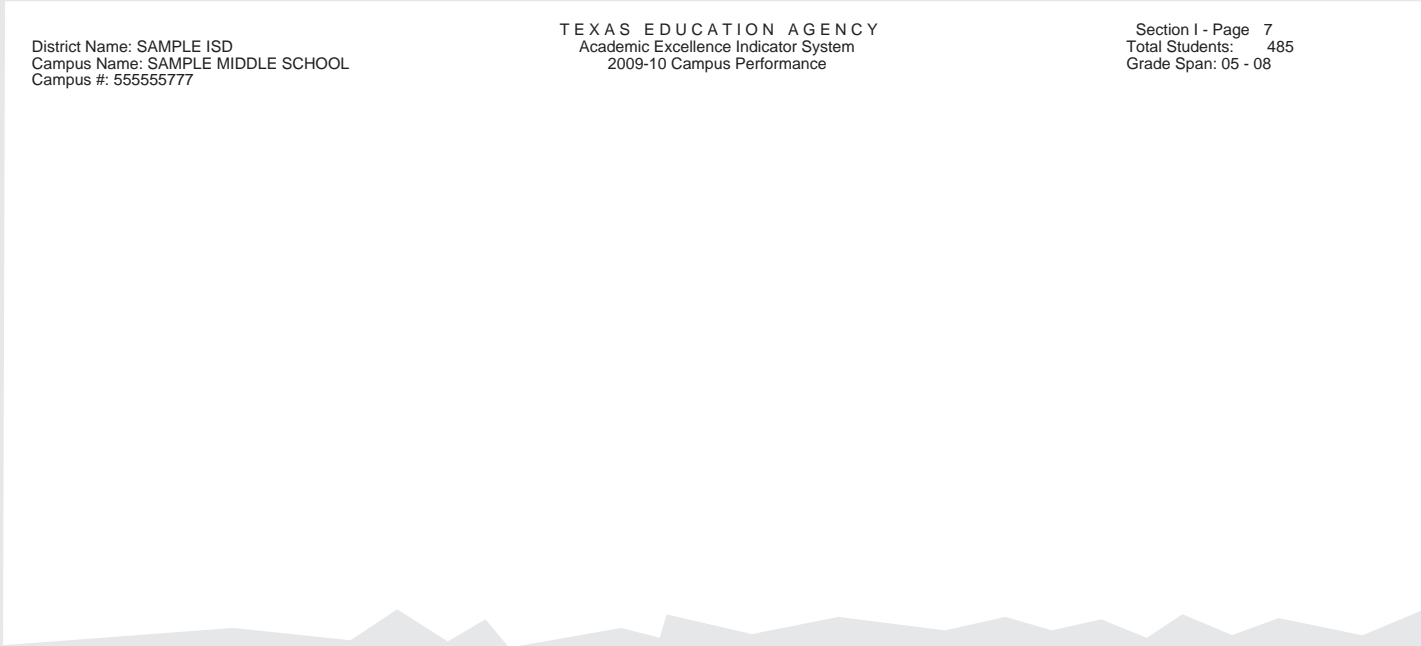
Other Indicators

Explanation of Performance

District Name: SAMPLE ISD
Campus Name: SAMPLE MIDDLE SCHOOL
Campus #: 555555777

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Performance

Section I - Page 7
Total Students: 485
Grade Span: 05 - 08



PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CENTRAL



2009-10 Campus Comparison Group

Target Campus Name: Sample Middle
Target Campus #: 999999999
District Name: Sample ISD
Campus Type: Middle School

Texas Education Agency
2009-10 Campus Comparison Group

Page 1

Campus	Campus	District	%	%	%	%	%	%
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PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The "as of date" for the statuses reported in the 2009-10 AEIS report is October 2010.

The definitions of each program status category are:

x The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.

x The LEA data and documentation met TEA requirements for

completion of process. TEA will monitor imp...
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T€ 7HW RQV` pGGpHûHHW`ø 7ÂHW PG P€ pGA0À QXD•L ` GC 7D€ 7
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continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.

- X TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- X TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- X Regardless of whether a stage of intervention initially was assigned, an_ e i# ate/d a longe-M ntid= i nges nonge_nd ap of the
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Detailed Summary of English Language Learners Progress Measure 2009-10 (Preview of 2011)

Indicator Components	Details
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS
Subjects, Grades, Test Language	<p>Reading/ELA in grades 3-11 in English (TAKS/TAKS (Accommodated)/TAKS-M) Reading component in grades 3-11 (TELPAS)</p> <p>If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS only, the TELPAS result is evaluated.</p>
Students	<p>Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments).</p> <p>For the assessments and LEP students specified, the performance of students served in special education is included.</p> <p>*A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.</p>
Student Success Initiative	<p>Grades 5 & 8 – iu.</p> <p>F4.2TJ 0 Tw [((or)4(s)11(ec)-(oni)13(t)2((d y)-3(e)13(ar)4di)13(tdm17(om ar)43(t)2(ud)1t87 -14s)-3</p>

TEXAS EDUCATION AGENCY Section III - Page 1
 Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
 District Name: SAMPLE ISD 2009-10 District Performance Report
 District #: 555555 For Current Year LEP Students

	Region	BE	BE-Trans.	BE-Trans.	BE-Dual	BE-Dual	ESL	ESL	ESL	LEP	Total		
Indicator:	State	04	District	Total	Early Exit	Late Exit	Two-Way	One-Way	Total	Content	Pull-out	No Services	LEP

TAKS Met 2010 Standard (Sum of All Grades Tested)
 (Standard Accountability Indicator)

Reading/ELA	2010	90%	91%	86%	77%	71%	*	89%	*	59%	55%	72%	75%	70%
	2009	88%	89%	85%	69%	62%	*	84%	*	46%	40%	59%	50%	61%
Mathematics	2010	84%	85%	77%	73%	69%	*	82%	*	55%	53%	63%	44%	65%
	2009	80%	82%	76%	83%	80%	*	88%	*	44%	39%	59%	50%	70%
Writing	2010	93%	95%	93%	95%	> 99%	*	92%	*	85%	84%	87%	*	91%
	2009	92%	93%	92%	85%	> 99%	*	76%	*	57%	*	*	*	81%
Science	2010	83%	85%	74%	33%	32%	*	*	*	29%	30%	14%	*	31%
	2009	78%	79%	76%	47%	47%	*	*	*	31%	30%	*	*	41%
Soc Studies	2010	95%	96%	93%	*	*	*	*	*	78%	78%	*	*	77%
	2009	93%	94%	93%	*	*	*	*	*	64%	64%	*	*	66%
All Tests	2010	77%	78%	67%	62%	57%	*	73%	*	35%	30%	49%	40%	50%
	2009	72%	74%	67%	58%	48%	*	78%	*	28%	19%	55%	33%	48%

Student Success Initiative

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction														
	2010	15%	14%	27%	63%	66%	*	*	*	71%	56%	> 99%	*	64%
	2009	17%	17%	24%	62%	62%	*	*	*	*	*	*	*	60%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	92%	92%	82%	60%	59%	*	*	*	50%	56%	40%	*	59%
	2009	90%	90%	83%	56%	56%	*	*	*	*	*	*	*	57%

Grade 5 Mathematics (English and Spanish)

Students Requiring Accelerated Instruction														
	2010	14%	13%	27%	67%	68%	*	*	*	57%	44%	80%	*	63%
	2009	16%	15%	18%	25%	25%	*	*	*	*	*	*	*	27%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	92%	93%	82%	45%	45%	*	*	*	50%	56%	40%	*	47%
	2009	91%	92%	90%	80%	80%	*	*	*	*	*	*	*	80%

Progress of Prior Year TAKS Failers

Percent of Failers Par*	49	17	4yca	76%	*	57%	m 4-11ng/ELA	2010	90%	91%	86%	*	*5	*	* 2	*	50%	56%	40%	*	* 3	30%	49%	42	2009
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